

SESSION 5

[39 MINUTES]

THE HANDS OF A LEADER

HOW DO I

DEVELOP

OTHERS





The purpose of this session is for students to develop someone in their work group (or other situation) using the developmental model Jesus used with His disciples

Objectives for students:

- + Understand how Jesus developed His disciples using the Way of the Carpenter (WOC) model (through a video and a large group activity that tests their understanding)
- + Apply the WOC framework to a situation in their own lives (in a partner activity)
- + Identify how to handle their pride/fear so it doesn't negatively impact a work group interaction (through a partner activity)
- + Discuss how to respectfully "lead up" to their parents using Jake's interaction with his dad as an example (in a large group discussion)

For more information, please read pages 125-145 in *Lead Like Jesus* and pages 99-116 in *Lead Like Jesus 6-week Study Guide*.

OUTLINE

- i. Large Group: Session Introduction**
- ii. Video: The Way of the Carpenter (Part 1)**
 - a. Large Group Activity**
 - b. Partner Activity: Developing Others Using the WOC Model**
- iii. Video: The Way of the Carpenter (Part 2)**
 - a. Partner Activity: The Way of the Carpenter and Pride/Fear**
 - b. Large Group Debrief**
 - c. Large Group Discussion**
- iv. In Closing...**



LARGE GROUP SESSION INTRODUCTION [1 MINUTE]

We're now going to talk about the Hands of the leader, which is about accomplishing results by developing others.

Looking at Jesus' life, it wasn't random that He was a carpenter. He grew and learned in a way carpenters had always learned.

And then Jesus led and equipped others for greatness using the same stages that He experienced and progressed through as a carpenter.

In this next clip, we're going to hear how to serve others and make others *great by developing them* so they can accomplish whatever task they're assigned.



THE WAY OF THE CARPENTER (PART 1) [PLAY VIDEO, 5 MINUTES]

NOTES:

The Heart and the Head are vital to leadership, but at some point you need to put leadership into action.

The Hands is where:

- + You're thinking more about others (than yourself!)—helping them get "A's."
- + You're really loving them—"The opposite of loving others is using them."
- + You help them move from where they currently are to where they want to be.

The Hands is about developing others.

Jesus developed others the way that He was developed as a carpenter.

- + **Stage 1: Novice**
 - o Someone who's just starting out
 - o They need basic information about what they're doing—the "who, what, when, where, why and how" to do the task
- + **Stage 2: Apprentice**
 - o Someone who's in training—they're getting the hang of a task, but they're still not able to work alone
 - o They still need instruction. They need to be able to practice the task/skill and be evaluated on it. They need to know that they're doing the right thing the right way and to be corrected when they don't quite "have it" yet.



+ **Stage 3: Journeyman**

- Someone who's able to work independently because they've developed the skills to do the task/skill well
- They just need to be assigned the job (so they can go get it done!), but they also need encouragement because they can still get disillusioned and discouraged.

+ **Stage 4: Master/Teacher**

- Someone who's mastered the skill/task and is now able to teach others
- They just need affirmation and autonomy.



LARGE GROUP ACTIVITY [6 MINUTES]

Purpose: For the students to apply their understanding of the Way of the Carpenter model to four examples

OK, let's make sure we get this.

I'm going to read an example of someone learning a task starting on page 38 in your Student Guide—most are of Jesus developing His disciples.

- + If students are not in groups/tables, have them get into groups of 4-5 people.
- + Optional: Give the winning tables a prize such as candy, etc.

The first group to raise their hand and get it right—*after I finish reading the situation*—wins. We'll do this 4 times. You can win only once.

If it helps, use the Learning Stages chart on page 37 to help determine which stage you think the following situations describe. Ready?



LEARNING STAGES

NOVICE Someone just starting out	APPRENTICE Someone in training	JOURNEYMAN Someone able to work on their own	MASTER Someone able to teach others
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LEADER PROVIDES (Leadership Styles)

 INSTRUCTING Basic information; what, how, where, when, why	 COACHING Instruction; practice; evaluation	 MENTORING Assignment; encouragement	 COMMISSIONING Affirmation; autonomy
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Ok, the task in this one is the disciples casting out a demon:

“Lord, have mercy on my son,” he said...I brought him to your disciples, but they couldn’t heal him...Jesus rebuked the demon, and it came out of the boy...then the disciples came to Jesus in private and asked, “Why couldn’t we drive it out?” he replied “because you have so little faith. I tell you the truth, if you have faith as small as a mustard seed... nothing will be impossible for you.” Matthew 17:15-20

- + The first group that guesses “Apprentice” wins. Be sure to look toward the back of the room and to the sides also.
- + If there are other adults, you might want to ask them to be the judge of which group raised their hands first.
- + Give the winning group a prize (candy, candy bars, etc.), and if there’s a tie, be ready with candy!



This story is an example of the disciples being in the Apprentice Stage.

Notice that the disciples were on their own healing people, so they're not Novices. However, they weren't able to heal the boy. So . . .

- Even though they were practicing the task or skill of healing, they still needed evaluation of what they weren't able to do: they didn't have enough faith. They needed coaching or instructions on what to do differently: pray and fast.

Jesus also encouraged them by reminding them that if they did this and had faith, nothing would be impossible for them.

All right, here's the next one, the task is being a disciple:

As Jesus was walking beside the Sea of Galilee, he saw two brothers, Simon called Peter and his brother Andrew. They were casting a net into the lake, for they were fishermen. "Come, follow me," Jesus said, "and I will make you fishers of men." Matthew 4:18-19

- + The first group that guesses "Novice" wins. Be sure to look toward the back of the room and to the sides also.
- + Give the entire winning group a prize (candy, candy bars, etc.).

Good. The Stage is Novice. They are just starting out, and will need basic instruction.

The next task is learning to drive:

A teenager has just received her driver's license and her dad asks her to drive to the store for him. She rear ends another car because she was playing with the radio.

- + The first group that guesses "Journeyman" wins. Be sure to look toward the back of the room and to the sides also.
- + Give the entire winning group a prize (candy, candy bars, etc.).



All right, now this one can be confusing. Even though she's just gotten her license and it sounds like she's a novice, however, **she's actually in the Journeyman Stage.** Through Driver's Ed and logging hours with her parents, she has progressed through the Novice Stage and the Apprentice Stage, but in this case, she forgot to follow the rules for driving safely.

- + She's had basic information, instruction, practice and evaluation through Driver's Ed and logging hours with her permit—the Novice and Apprentice Stages
- + She's able to drive on her own, but needs to be reminded and encouraged to do what she already knows how to do.

Finally, I have another biblical example—the task is preaching the Good News: *God has made this Jesus, whom you crucified, both Lord and Christ.* When the people heard this they were cut to the heart and said to Peter and the other apostles, “Brothers, what shall we do?” Peter replied, “Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins . . .” Those who accepted his message were baptized, and about three thousand were added to their number that day. Acts 2:36-41

OK, which stage is Peter in?

- + The first group that guesses “Master/Teacher” wins. Be sure to look toward the back of the room and to the sides also.
- + Give the entire winning group a prize (candy, candy bars, etc.).

Yes, he's in the Master/Teacher Stage.

Peter is now doing the task—preaching the Good News—on his own.

As you do this next activity, keep Matthew 20:25 in mind:



Jesus called them together and said, “You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave—just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.”

After you find a partner, read the instructions and if you have any questions, let me know. OK, go ahead and begin the Partner Activity. You have 10 minutes.



PARTNER UP: DEVELOPING OTHERS USING THE WAY OF THE CARPENTER (WOC) MODEL [10 MINUTES]

NOTE: Below is the instructions for the Partner Activity

1. Find a partner. Then take a couple of minutes on your own to answer question #2.
2. Think of a work group situation where you're helping someone learn a task. However, if there isn't one, then any situation will work. Then write down:
 - a. The task
 - b. The Learning Stage you think that person is in (Novice/Apprentice/Journeyman/ Master-Teacher)
 - c. Your next step—the kind of leadership you think they need (Instructing/Coaching/ Mentoring/ Commissioning)
 - For example:
 - Work Group Situation: Aksel isn't getting the PowerPoint (PPT) presentation done because he's struggling with how to integrate some pieces into it. When I tried to explain it to him, he just didn't get it.
 - Task: He needs to integrate elements into the PPT presentation.
 - Stage: Novice. Even though he's a master/teacher with the basics of PPT, he's a novice when it comes to integrating other elements into it.
 - Next Step (leadership required): Instruct by first showing him step-by-step how to integrate one of the elements; next have him integrate one while I'm watching (so I can troubleshoot); and finally, have him integrate another element while I'm working on something else in case he needs help.
 - For example:
 - Other Situation: My mom isn't understanding when I try to teach her how to download an app on her iPad.
 - Task: She needs to download apps on her own.
 - Learning Stage: Novice. She's clueless about this technology!
 - Next Step (leadership required): Instruct my mom by first showing her how to download an app and then having her write down the steps before she finally tries it herself.



Situation:

Task:

Learning Stage you think s/he is in:

Next Step to take (leadership required):

3. Take a few minutes to share your answers with your partner. Then brainstorm other ideas for next steps you could take with that person.

After a few minutes, have the first person begin sharing their answers.

After another 3 minutes, tell them to switch.

Call them back together after 3 more minutes. If you have additional time, and they could use it, give them 1-2 more minutes.

Now we're going to listen to some teaching on what happens when pride and fear enter into the leader/follower relationship and then we'll check in on Carmen.



THE WAY OF THE CARPENTER (PART 2)

[PLAY VIDEO, 4 MINUTES]

NOTES:

As we develop others, we need to recognize when pride or fear is getting in the way of helping others win. (It can be really hard to care about someone who's challenging you, your motives, or what you're trying to do.)

So, as quickly as you can:

- + Recognize when you're wanting to react to someone out of your pride/fear.
- + Overcome it by responding differently or having an uncomfortable conversation.

For example, Carmen with Mike:

- + Carmen recognized pride beginning to well up inside her, as a response to how Mike was reacting to her.
- + She then talked to Mike right away about it.



- She didn't say: "That comment was really annoying, why did you say that?" (This causes people to become defensive.)
- She did say: "Maybe it's just me, but I feel like I'm really irritating you. Did I do something wrong?" (Starting with an "I" statement causes people to be more open.)



PARTNER ACTIVITY: THE WAY OF THE CARPENTER AND PRIDE/ FEAR

[4 MINUTES]

Purpose: For students to identify how pride or fear would impact how they'd approach the person they're developing/leading

1. Get back with your partner and think about the person you and your partner were just brainstorming about.

2. Look at the following charts and read the statements that correspond to the stage that person is in.

Put a check by the statements that reflect how your pride/fear might be affecting your relationship.

3. Then share with your partner one way you'll change your approach with that person.

- *Example: I want to be more patient with Aksel and I need to help him out vs. expecting him to deliver something he currently can't do without some help.*
- *Example: I get frustrated with having to explain things to my mom...over and over. So, I want to approach her with a heart that really wants to serve her vs. approaching her as though she's a pain.*



After 4 minutes, call the group back together to do the Large Group Debrief.

NOTES:

LEADER EGO ISSUES WHEN WORKING WITH A NOVICE

Fear:

- Of failing
- Of losing (“wasting”) time training/overseeing Novice
- Of the Novice being better than you are

Pride:

- Impatient with having to teach the fundamentals
- Frustrated with slow progress
- Tempted to delegate prematurely
- Tempted to judge the Novice’s potential too quickly

LEADER EGO ISSUES WHEN WORKING WITH AN APPRENTICE

Fear:

- Of failing
- Of others’ opinions
- Of criticism (from Apprentice)
- Of losing your own position (to Apprentice)

Pride:

- Frustrated with Apprentice’s lack of enthusiasm
- Unrealistic expectations
- Tempted to delegate prematurely
- Tempted to judge the novice’s potential too quickly

LEADER EGO ISSUES WHEN WORKING WITH A JOURNEYMAN

Fear:

- Of intimacy required to deal with Journeyman’s issues/needs
- Of Journeyman surpassing them

Pride:

- Lacking sensitivity to Journeyman’s lost enthusiasm
- Taking advantage of the Journeyman



LEADER EGO ISSUES WHEN WORKING WITH A MASTER/TEACHER

Fear:

- Of personal competition from fully inspired and equipped follower
- Of losing their role/job when follower can do what the leader can do
- Of losing control
- Causing the leader to not share information or recognition



LARGE GROUP DEBRIEF

[2 MINUTES]

How did paying attention to your pride/fear affect the way you'd approach that person?

Possible Responses:

- + I realized that I needed to be more patient, so I need to just slow down.
- + I shouldn't be afraid, I need to just be confident (in God) with this person and if they get upset, remind myself that that's one of the responses I expected and keep telling the truth in love.



LARGE GROUP DISCUSSION

[6 MINUTES]

Finally, a key part of being a great leader is being a great follower and learning how to lead up. This means being able to positively influence those who have rightful authority over you by how you respond to them.



A key relationship where you can begin leading up is with your parents or guardians. Part of honoring your father and mother can be learning to “lead up” to them in an honoring way.

For example, in the beginning Tasha and Jake dishonored their parents. But let’s just focus in on Jake and his dad. Jake yelled at his dad because he was angry—anger that was fueled by fear of starting over, not knowing anyone, not having friends, and the list goes on.

Thinking about how to honor our parents, what is something Jake could do to “lead up” or make this situation right with his dad? Just SHOUT IT OUT.

Repeat their responses so everyone can hear. Only take a minute to do this.

Possible Responses:

- + Apologize to him
- + Mend the relationship by explaining to his dad what was going on

Now it’s your turn. **Take a minute to share with your partner an incident where you were prideful or fearful with your parent/guardian. And then take another minute to brainstorm at least one way you could have handled it differently.**

- + After 2 minutes, tell them to switch.
- + After another 2 minutes, call them back together.
- + If you have time, take a minute to debrief with them. Ask: “What ideas did you come up with?”



IN CLOSING [1 MINUTE]

Great job. **Take a moment to write down your Takeaway in the Appendix.**

If you’re doing the next session right away, say:

- + “And when you’ve done that, take a break and be back here by _____ (time).”

If you’re not doing the next session right away, then:

- + Pray to close the session.
- + Say: “Look to use your Takeaway within the next 5 days.”